**Co-Teaching Planning Form**

Co-teachers: Erin Landsman and Sandra Gillett Palmer Class/block: Period 1-2 Date: 5/1-4/2012

Objectives:

**SC.700.60.A.1. Recognize and compare how different parts of the world have varying amounts and types of natural resources and how the use of those resources impacts environmental quality.**

* 1. **Review vocabulary**
  2. **Benchmark assessment**

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| **Co-Teaching Model** | **General Educator’s Role** | **Special Educator’s Role** | **Considerations** (such as differentiation, accommodations for specific students, etc.) |
| Team Teaching | Attendance, Warm Up: What is conservation? Give an example. | Distribute Breakfast, Pencils, Binders | Make sure students are in their seats by 8 am (not to leave classroom).  **Robert** to Reading: After announcements  **Zion** to Reading: 9:00am on B days  Circulate and prompt verbally, remind to use notes |
| One Teach, One Assist | The Lorax Sequel: Students will have watched the original Lorax on Day 1  Day 1: Students complete a “Sequel Planning Guide”  -Plan out the setting, plot, characters, moral of the story based on the original | Both teachers circulate to support- verbal prompts and alternate explanation of each part of the sequel planning guide | **Zion**, **Sergey**, **Robert**: adult support- scribe or computer  **Precious, Ray:** behavior modeling  Keep eye on Cristian and Carlos- work completion  Seat Locations: Assign computer lab seats to minimize potential talking |
| Team Teach | Day 2: Sequel Writing  Both teachers work with students on writing a sequel | Sit with Robert- and type his sequel | **Differentiated by Accommodations:**  Story word counts- 150 (**Cristian, Robert, Ciera, Sergey)**  Story word counts- 300 (**All others)**  **Differentiated by Choice:** Story can be narrated in Pixie or just a typed children’s story.  **Robert:** Spell check as needed, encourage in-depth story telling |
| Team Teach | Day 3 and 4: Sequel Creation using Pixie  Both teachers walk around and help with Pixie (creating illustrations, typing and recording voices) | Both teachers walk around and help with Pixie (creating illustrations, typing and recording voices) |

Dividing up the work: Who does what before and after the lesson?

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|  | **General Educator** | **Special Educator** |
| Before the lesson  (prep work) | Lorax Sequel Planning Guide, Rubric and Pixie Help Sheet | Familiarize with Pixie, prepare to present parts of the planning guide |
| After the lesson (grading, clean-up) | Grade Pixie |  |